**SUGGESTIONS TO IMPROVE READING COMPREHENSION**

**Use Comprehension Rubric to assess reading comprehension.**

• Provide direct teaching:

**"Good readers think about what they are reading."**

• Encourage the student to reread something when it is unclear or doesn’t

make sense

• Encourage the student to predict and check what is happening

• Teach pre-reading comprehension strategies like predicting, taking a picture walk, questioning and making connections during Shared Reading

• Practice strategies during Guided Reading

**To improve comprehension:**

• Have students recount personal experiences.

• Have student participate in shared writing of common experiences to link reading as "talk written down."

• Probe to accessand link student's prior knowledge to the story theme/content.

* Model and record your predictions before reading aloud to students. Go back and check your predictions during or after you read the story.

• Have students make predictions before listening to a story and record their predictions. Reread predictions after the story to decide if predictions were accurate .

• Model retellings .

• Model retellings using story maps, puppets, pictures, or key words .

• Have students practise retellings using the above suggestions.

o Chunk the story into sections and retell sections with the student .

• Have student listen to retellings by other students.

**During Guided Reading:**

• Use teacher prompts: "Does this make sense?" "If someone said,

meant?"

* Have student stop to think about what he or she is reading .

• Have the student "create a picture" in his or her mind about what he or she is reading .

• Read on a little and then come back to think about the part that confused him or her

**Next Steps for Meaning**

* Ask, “Does it make sense?”
* Cloze activities (fill in the blank)
* Ask questions that relate to the meaning of the text
* Activate prior knowledge
* Visualization
* Use of pictures
* Making connections (T-T, T-S, and T-W)
* Read along and check back to see if it still makes sense
* Give students a purpose for their reading
* Present challenging vocabulary ahead of time
* Picture walk
* Attend to titles, subtitles, before reading the text
* Putting together and remembering important information while reading (summarizing)
* Demonstrate that understanding that the context of the sentence, paragraph, or whole text helps determine the meaning of a word (“When you read a word but don’t know what it means, you can think about the meaning of the sentence to figure it out.”)
* Demonstrate that word parts help you learn what a word means (“You can think about the meaning of parts of words to help you understand a new word.”)

**Sample Questions and Prompts to Promote use of Meaning Cues:**

* What do we know about this topic already?
* What do we need to know?
* What would help us understand this text?
* What are we reading this book?
* What other books have we read on this topic?
* What is going to happen next? What predictions can you make about this text?
* What could have happened before this story? What could happen after?
* Show where in the text it says that. Show where the author indicated that.

***From p.6.9 Guide to Effective Instruction in Reading***